

Spanish Grammar

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ABSTRACT

High school students have a variety of elective courses that they can choose from, and most of them at Ocean View High School (OVHS) choose *Español* for native speakers. The high school students' primary language is Spanish, but unfortunately, they did not formally learn how to read, write, speak, and listen in Spanish until high school. The most challenging skill for Spanish native speakers is writing. Therefore, a four-week course called "Spanish Grammar" delivered via Google Sites, aims to support students in learning how to conjugate verbs to the different tenses. The goal of this course is to take students step-by-step through conjugating regular and irregular verbs to the present, preterite, imperfect, future tense by watching videos, listening to songs, completing online grammar exercises, playing games, taking a quiz, and creating a project. This course uses instructional design principles suited for the target audience, and for the process of combining traditional teaching with asynchronous web learning. A review of research literature revealed that students that practice and apply the grammatical concepts to their daily lives were more likely to understand the different grammar tenses. The course was developed using instructional design principles and was alpha tested for instructional validity and usability. Data from the alpha testing showed that "Spanish Grammar" is an engaging, and well-designed instructional course.

CHAPTER 1: Introduction

Introduction

The purpose of the “Spanish Grammar” instructional course is to support students grammatically to improve their writing skills. This course is intended for Ocean View High School students, grades 9-12. These students are native Spanish speakers that need additional help with their writing skills. Writing in Spanish is probably the hardest skill for these students to master because they have never practiced it in their K-12 education. The course was delivered through Google Sites and took students step-by-step through how to conjugate regular and irregular verbs to the different tenses, by watching videos, listening to songs, completing online grammar exercises, playing games, taking a quiz, and creating a project. The course is broken into four units targeting the most essential in grammar: subject pronouns, present tense, preterite and imperfect tense, and future tense. Students completed the course asynchronously to complement the traditional learning done in class.

Most native Spanish speaker students need additional help in grammar and there are not many resources that meet the students learning needs. They usually ask a family member to help them, but what they learn at home is informal Spanish and most of the time it confuses them even more. Wides-Munoz (2013) noted that students can easily engage in small talk or follow the latest soap opera in their families' native language. Yet when it comes to meatier topics, or reading and writing, they are stuck. The linguistic gaps become apparent in high school, where these students can snooze through basic language classes, but often drown in more advanced classes. This online course provides a variety of drill and practice activities since it is very useful in helping students memorize information that they must recall without hesitation (Horton, 2012). Some examples include: spelling, grammar, and punctuation rules. The course aligns

with the World Language content standards for California Public Schools (WLCSCPS, 2010) by having students create paragraph level discourse (text structure) to produce formal communication orally, and in writing. In each week, students will create a writing project where they have to apply the content that they just learned.

Background of the Study

Most of the online Spanish courses and sites, that are currently available for students for free, target non-native Spanish speakers. Spanish is considered a foreign language, when for most students at OVHS it is their primary language. Their second language is English and when students take a Spanish course it eventually helps them learn English proficiently. Fernandez (2019) mentioned “[Students’] brain improves a lot once they start learning another language...learning a second language influences the gray matter of the brain, the one that processes information, getting the student to absorb the information faster” (para. 6). Students that already speak Spanish are highly encouraged to take a Spanish for native speaker course in order to help the student learn English.

There are online courses and websites available for students that want to learn Spanish, but not for native speakers. These courses teach the basic vocabulary and grammatical concepts in three levels: beginners, intermediate, and advanced. Below are some examples of existing online resources and information as to how they differ from the “Spanish Grammar” course:

- edX (2012) online course “Basic Spanish 1”:Offers free online self-paced courses to students who want to learn Spanish as a second language. This course is ideal for non-native Spanish speakers, but for native speakers it could be too easy and boring for them. Therefore, students might not be interested in this type of course. In addition, this course

does not include an interactive element such as a comments section or a way for students to connect with the instructor for further support and discussion.

- FluentU (2018) online course “Spanish Immersion Online”: Offers authentic video content like music videos, movie trailers, news, and inspiring talks. With engaging and immersive content, they empower users to learn with videos exhibiting the diversity of modern cultures. The videos are a great resource, but students cannot practice their grammar and vocabulary words because they do not offer online activities. In addition, students cannot communicate with an instructor if they need help or if they need clarification.
- One-to-one Spanish (2015): In this website, students can practice conjugating verbs to the different tenses, but they are very limited since they only offer grammar exercises, and lack other resources that can help the student understand the grammar. Some exercises allow for the student to double check their answer, but failed to explain why they got the answer incorrect.

This “Spanish Grammar” course for native Spanish speakers is unique for various reasons. First, the course is easy to navigate through the activities, and it offers a complete online experience. Most online Spanish courses are for non-native Spanish speakers, and in this course, native speakers will be able to practice all four skills: reading, writing, listening, and speaking by completing a variety of activities. Horton (2012) describes three types of learning activities that learners need: Absorb, Do, and Connect. In Absorb activities, learners take in knowledge through reading or viewing; in Do activities, learners’ practice and apply what they’ve absorbed to enable deeper learning, in Connect activities, learners bridge the gap between what they’ve learned and how it ties into their own lives. The “Spanish Grammar”

course incorporated all three types of learning activities in each unit. Therefore, this course offers the following features:

- **Grammar Videos:** There are at least two videos explaining regular and irregular verbs for the present, preterite, imperfect and future tense.
- **Cloze Activities:** Students' will be able to listen to at least one song and fill in the blanks using the different grammatical tenses.
- **Online Games:** Students will be able to practice what they learned by playing different online grammar games: Quizzlet, *De rico a pobre*, and *Juego de la memoria*.
- **Online Grammar exercises:** In the additional resources section students will have the option to practice the grammar in various online grammar exercises created by the teacher and other professionals.
- **Quizzes:** Students will take a quiz once a week and be able to retake the quiz multiple times until they score 90% or higher. For each wrong answer the student will receive feedback.
- **Cornell Notes:** At the beginning of each week students will take Cornell Notes for each grammatical tense.
- **PowerPoints:** The teacher provides multiple PPTs explaining the difference between regular and irregular verbs for each grammar tense.
- **Projects:** At the end of each week students will be completing a different project where they have to demonstrate how to appropriately use the different grammar tenses.
- **Zoom:** The teacher will meet with students once a week to review assignments. Also, students have the option to schedule an appointment with the teacher for a one-to-one meeting.

Statement of the Instructional/Training Problem

The problem is that in *Español 1*, for native speakers, students have little or no experience conjugating verbs to the different tenses in Spanish. Most of them take a Spanish class for the first time once they reach high school, even though they have mastered the target language. Writing in Spanish has always been a challenge for most students because they confuse verb tenses, or simply do not understand the conjugation of regular and irregular verbs.

In order for students to effectively advance in the Spanish pathway they need to learn and understand how to conjugate verbs properly to the present, preterite, imperfect, and future tense: “Learners encounter grammar forms that are problematic and that cause them repeated difficulties, regardless of how well these forms are presented in textbooks, drilled in class, or exercised in homework assignments” (Cohen, Panilla-Herrera, Thompson & Witzig, 2011, p. 146). Therefore, the learning objects such as video, audio, games, and PowerPoint presentations will give learners an out-of-class venue for improving their grammatical control on their own.

According to Lee and Owens (2004), the purpose of a web-based course “... is for learners to obtain knowledge and skills to improve their performance” (p. 72). Students at Ocean View High School are on a block schedule and have each class two or three times per week for 90 minutes. In 90 minutes, the learner has to take notes, watch videos, listen to audio, work with a partner, and play academic games independently and collaboratively. Ninety minutes is not enough time for students to comprehend and apply the different grammar concepts.

Also, in *Español 1*, students are at different learning levels. Some are advanced in Spanish and understand and apply the grammar rules proficiently. Others students struggle conjugating the verbs because they had little or no exposure to Spanish grammar in their K-12

education. A web-based course is ideal to target these students since they need additional resources outside the classroom. In this online course, students will watch videos for regular and irregular verbs, listen to songs that utilize the different tenses, play academic games, practice online verb conjugation and receive immediate feedback, and much more. Lee and Owens (2004) stated, “Multimedia with content that is presented logically, with appropriate practice and feedback, is far more effective than edutainment” (p. 72). By offering this online course, the teacher can easily monitor students’ progress and focus on the verbs that students struggle with. In addition, the web-based course will be updated weekly to adapt to the different student learning needs. Oxford and Lee stated, “. . . grammar learning might or might not occur for a particular student. At heart, learning depends on the student” (as cited in Cohen et. al., 2011, p. 146).

Purpose

The purpose of this project is to provide additional resources to Spanish native speaker students. These students needed additional help in learning how to conjugate regular and irregular verbs to the present, preterite, imperfect, and future tense in order to improve their writing skills.

Delimitations

Constraints and limitations anticipated with this project included:

- **Technological:** Students will need access to a computer with internet access. Also, they need a printer, and headphones with built in microphone.
- **Human:** It is important for all students to have determination, dedication, and discipline while taking this course. It is important for the learner to complete the tasks on time, and

to the best of their ability. The SME and other evaluators have devoted more than enough time in the creation of this course and will expect the same from all participants.

- **Financial:** There is no budget for this course. Participants will be taking this course willingly and donating their time, knowledge, patience, and effort in this course without compensation.
- **Time:** Time allotted for the creation of the course is one month. Students will also have a month to complete the course, but they can always take an additional week to fully complete the course.

Summary

Most students in general dislike grammar in any language. Spanish grammar can seem complicated even for a native Spanish speaker because it involves grammar rules that sometimes apply to certain regular and irregular verbs. It could get overwhelming for students and they may feel frustrated and eventually give up at one point. “Spanish Grammar” is a fun and edutainment course where students are engaged and learn at the same time. They watch from videos to online games where they have the opportunity to practice the content they acquire weekly. Overall, this course has it all, that a student needs, in order to feel confident grammatically.

CHAPTER 2: Review of the Literature

Introduction

The goal of this course is to help students that are Spanish native speakers or heritage speakers improve their Spanish grammar by learning and practicing the present, preterite, imperfect, and future tense. The course also aims in developing the reading, writing, listening, and speaking skills of students by providing a variety of interactive activities. This chapter will address the background of Spanish grammar in high school students, theoretical framework, the value of web-based learning, and current research developments that the “Spanish Grammar” course generate which promote positive student outcomes.

The research for this chapter was conducted through National University’s Library database; several articles were obtained through ProQuest. Phrases such as “Heritage Spanish speakers,” “Spanish Grammar in heritage language learners,” and “Native speakers learn Spanish Grammar” were used to search the National University Library database. Additional research was used from prior course textbooks and assigned papers in the Master of Science in Educational and Instructional Technology program.

Background of Spanish Grammar

In order to demonstrate how this online web-based “Spanish Grammar” course benefits high school OVHS students, it’s important to first define who are native speakers and heritage speakers. According to Russell and Kuriscak (2015), a heritage speaker is “...a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language” (p. 420). These students grew up speaking Spanish as children in Spanish- speaking homes, but as high school students they do not have the literacy skills to successfully comprehend, speak (formally), read, and write in Spanish. Heritage language learners (HLL) are different from

other groups of Hispanic children, such as native speakers of Spanish, because they may grow up hearing Spanish and using “noncolloquial registers but often do not have the opportunity to practice outside the home or to complete formal schooling in Spanish and develop literacy skills” (Russell & Kuriscak, 2015, p. 415). Native Spanish students studied the language in their country of origin, and orally they can communicate effectively, but they also struggle writing in Spanish.

Both HLL and native Spanish speakers could benefit from an online learning platform like “Spanish Grammar” where they could learn about the different Spanish tenses at their own pace. This course is designed as a hybrid course where students will meet face-to-face with the teacher and as an additional resource enroll in this online web-course. In the *Español 1* classroom, some students are advanced learners and others need additional support. This online course is designed for all *Español 1* students, especially the students that need additional support grammatically. Cubillos (2007) mentioned that hybrid courses provide the benefits of both online learning and face-to-face instruction. In the classroom it offers opportunities for student-teacher interaction, peer interaction, and positive reinforcement and feedback. Meanwhile, the online component allows for exposure to authentic texts and materials to support skill development and cultural learning, tutorial computer-assisted language learning (CALL) to promote accuracy practice, and delivery of content online to support flipped classrooms (Cubillos, 2007).

Arispe & Blake (2012) noted that one of the many benefits that online learning offers to students who are HLL or native speakers is that it increases student’s motivation, control, and autonomy. This course is a four-week course, but students can take their time and proceed with the course once they feel they mastered the grammatical concept for each week. Also, the “Spanish Grammar” course exposes the learner to student collaboration (in a safe zone), and to a variety of authentic oral, written, and visual input. There are videos, audios, songs, and games

where the student can learn and practice the Spanish grammar. In each week, the learner will have a variety of drill and practice activities to choose from such as *El juego de la memoria* to *Basta*. These drill and practice activities will help the students learn the material effectively (Horton, 2012). In addition, this course offers diverse videos and audios of native Spanish speakers, so students can get familiarized with the different accents of Latin America. The learner will also have access to authentic communication and interaction via Zoom with the instructor to clarify assignments or to get one to one instruction. The teacher and students will have synchronous communication, at least one a week, and students can also email, chat, or talk in person to the teacher. This course gives students the opportunity to submit work multiple times without penalty and receive immediate feedback. Overall, the HLL and native speakers will feel empowered and motivated after taking this course.

Theoretical Framework

A number of studies have mixed results when it comes to measuring student achievement in blended learning and online courses. For example, Sagarra and Zapata (2008) looked at the effect of integrating the online version of a workbook in two hybrid Spanish courses over two semesters. Using final exams to measure student learning in grammar, vocabulary, listening, and reading in each course, the researchers found that grammar scores improved, vocabulary and reading scores stayed the same, and listening scores decreased over the two semesters. Also, Cubillos (2007) who described the impact of a new hybrid or online course mentioned that on student achievement in speaking, listening, vocabulary, integrated skills, reading, grammar, and pronunciation, showed student improvements in all areas but especially in listening, pronunciation, vocabulary, and grammar.

Other research has concluded that hybrid and online courses are at least as effective as traditional face-to-face language courses, finding no significant difference in learning outcomes. For example, Velázquez-Mendoza (2015) investigated the effectiveness of four hybrid courses, and one online course as compared to the traditional learning over a period of five semesters and found that students in all groups performed similarly on measures of oral and written production, reading and listening comprehension, and grammar and vocabulary knowledge. In addition, Adair-Hauck (2009) found no significant difference in listening and speaking assessments between the hybrid and traditional learning, but students in the hybrid group performed better in reading, writing, and cultural learning measures (as cited in Velázquez-Mendoza, 2015). Similar results of a two-year comparison study by Grgurovic (2011) noted no significant difference on listening and reading measures between traditional and hybrid courses, while students in the hybrid group scored higher on speaking proficiency and students in the traditional learning scored higher on the midterm exam.

Most studies have pointed to a positive effect on student satisfaction and motivation in hybrid Spanish courses. Cubillos's (2007) mentioned that learners "preferred the hybrid format over the traditional course, highlighting its convenience, flexibility, and self-directed pace" (p. 25). Grgurovic (2011) also reported high levels of student satisfaction with a new hybrid course and positive student perception about their experiences. One of the most important reasons why online learning is the ideal learning platform for Spanish HLL and native speakers is because it lowers their anxiety level. Students that learn Spanish in a traditional setting tend to have "lower levels of confidence and self-esteem, less active engagement in class; difficulty in acquisition and recall of vocabulary and grammar; and poor test performance in general and in speaking and listening skill development" (Scida & Jones, 2016, p. 178). The ideal platform for HLL and

native Spanish speakers is an online course like “Spanish Grammar” where they will learn, play, and feel confident about their writing skills.

Current Research Developments

There is not enough research on web-based courses especially for Spanish Grammar in HLL and native speakers. But in this “Spanish Grammar” course, students will play interactive games, complete activities, watch grammar videos, and complete cloze activities. One of the most important features from this course are the games. In this site, there are a variety of games; for example, Rags to riches, Battleship, Matching, Quia, Kahoot, and many more. According to Piskurich instructional games, “. . . can be entertaining as well as informative, and they allow [learners] to test their knowledge and skills in various types of environments” (p. 45). The goal of a learning game is to not only engage learners and immerse them in the learning process, but also for them to achieve a specific learning outcome. Games should be simple in order to maintain the integrity of the course. For example, avoid lengthy games and keep the rules to a minimum. Keeping these pieces of the content simple will help the learner to quickly understand the concepts without becoming frustrated with complex rules or requirements (Kapp, 2017).

These games might effectively assess the objectives within the online course because students will be conjugating verbs to the different tense’s multiple times. The more they play these online games the better they will get at conjugating verbs. When it comes to conjugating verbs to a particular tense there is only one answer. According to Horton (2012) “. . . the pick-one format for questions that have one right answer...work well for activities that require people to assign items to well-defined categories...” (p. 226). In Kahoot, the students’ can only select from pick-one multiple choice questions. Then the student and the teacher receive instant feedback of how the student performed. Also, some Quia games are pick-one answer type of

question and the student receives instant feedback as well. These games will aid the students when writing the sentences for their projects. Both online learning assessments motivate, encourage, and aid students in mastering the grammatical concepts.

In addition to games, students will be exposed to absorb activities. The objective for these activities is for learners, “. . . to extend current knowledge and skills. Learners who understand the fundamentals of a field can increase their knowledge by absorbing new details that elaborate a theory, concept, or principle” (Horton, 2012, p. 68). In these absorb activities students will watch, read, write and listen. According to Horton (2012), “A good slide show makes each point on a single slide. Slides include informative graphics and just enough text to convey the main point” (p. 70). The presentations are short to attract the student’s attention and motivate them to deepen their learning.

After students take notes and watch the grammar videos they have to conjugate verbs to the different tenses. There are at least four drill-and-practices activities that students have to DO. First, they will work on online exercises/games from different websites. Then, they will download the grammar handout and conjugate the verbs using the Cornell Notes and foldable notes as a guide. These online grammar exercises will not be assessed because the student gets immediate feedback of how they performed in that particular game/activity. Horton (2012) suggested, “Give learners lots of problems to solve. Let learners decide when to quit. If possible, design the activity so that it can generate an infinite number of new problems” (p. 133). In the online grammar exercises the student has a variety of grammar sentences that they can practice. Some of the examples are regular, irregular, and boot verbs.

Summary

The literature review demonstrates that web-based technology is an effective component in student learning by providing a well-designed “Spanish Grammar” course, where students can feel “safe,” motivated and empowered. Spanish grammar is not easy especially for HLL and native speakers. Both groups know how to speak the language, but when it comes to writing they get frustrated and at times give up for not being able to understand the grammatical rules. This online course will provide all the necessary resources for students to meet their learning goals and feel confident about their writing skill.

CHAPTER 3: Project Design

Learning Theory

The “Spanish Grammar” course aims to support students that are native Spanish speakers or HLL that need additional help with their writing skills. This course can be solely completed online or as a hybrid course. Students that are currently taking *Español 1* at OVHS are highly recommended to take this online course to better prepare them for the in-class activities. The learning theories used in the project design of the course are constructivism and cognitivism.

According to constructivists, learners interpret information from the unique personal perspective of their previous experiences. When students play online games and work on interactive activities and use simulation to master a skill or a concept, they can further deep learning. It is because, in those activities, students are willing to spend more time and effort on learning. They also feel better about what they learn, and will try to apply the acquired knowledge and skills in the future (Jong, Shang, Lee, & Lee, n.d). In addition, Harasim (2017) stated that, “Computers are viewed as the optimal medium for applying constructivist principles to educational practice, because computer software can support various strategies and approaches more easily and effectively than other media” (p. 75). In the “Spanish Grammar” course, students will be learning and at the same time play online games that will help them achieve their learning goals.

Harasim (2017) explained that in cognitivist theory, knowledge “. . . is transmitted to the learner, either by the instructor or by the instructional software” (p. 60). The “Spanish Grammar” course is delivered online via Google Sites making this the instructional software noted by Harasim. In this course students will absorb knowledge through videos, audios, Google Slides and Docs, and other content embedded in Google Sites. The learner and the instructor

will meet daily in class to work on the DO activities, and at least once a week synchronously via Zoom to ask questions about specific grammatical concepts.

Project Design

The ASSURE model (See Appendix A) was used as the primary design methodology for this project. This model is based on the constructivism theory. Learners construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. A helpful resource for learners to construct their knowledge actively is by incorporation technology. Learners should be engaged in participating in the learning. They should not play a passive role in their education (Nurdi, 2017). The ASSURE model is just one strategy to effectively integrate technology into the curriculum. There are six steps in the ASSURE model: analyze learners, state objectives, select media and materials, utilize media and materials, require learner participation, and evaluate and revise.

This model helps the teacher blend technology with traditional classroom learning, but also give students the customized experience they need to broaden their horizons. Each of the stages of the ASSURE model ties in to at least one of the 21st century skills.

- **Analyze Learners:** In order to design effective instruction, the teacher must analyze the attributes of the target learners (Nurdi, 2017). The learners that will be taking the “Spanish Grammar” course are students that are HLL or native speakers. These students have never taken a Spanish course in the United States. These students know how to speak the target language, but need additional support in writing.
- **State Objectives:** The teacher must be clear in identifying the learning outcome or target as a lesson. Writing clear defined objectives will help guide and shape the lesson to be more effective (Nurdi, 2017). There are four main objectives for this online course. In

each state objective, it states what the students will be learning and how they are going to achieve the objective.

- **Select Media and Materials:** The instructor should keep in mind the learners and objectives, and decide which materials and media best meet the students' needs. The instructor can choose from pre-made resources, modify existing resources or create new resources for the purpose of a particular lesson (Kurt, 2015). In this online course students will watch videos, listen to songs, and play games in order to practice the different verb tenses. Also, students have to print two handouts per week and conjugate the verb to the appropriate tense. In addition, students can practice conjugating verbs from different Spanish grammar websites.
- **Utilize Media and Materials:** During this step the instructor will make the final preparations for the instruction. Since, this is a hybrid course, the participants will work on one assignment per day, monitored by the teacher. If the learner needs additional support there are a variety of activities that the student can choose from in order to practice the verb tenses. Students will be working independently, but they also have a choice to interact synchronously with their classmates and teacher.
- **Require Learner Participation:** Learners should be engaged in participating in the learning. They should not play a passive role in their education (Nurdi, 2017). The teacher will provide daily synchronous meetings via Zoom, and students can chat or email the teacher. Also, students will have a variety of activities where they can play and compete with their classmates in online games.
- **Evaluate and Revise:** After the lesson, it is vital to evaluate how the lesson went and make any adjustments necessary to better the lesson for the future. Part of the final

evaluation should focus on feedback from the students (Nurdi, 2017). Being a reflective teacher is part of being committed to continuously improving. In this last phase, the teacher will modify any assignments that students struggled with. Also, students' performance will indicate to the teacher how effective the activities were. The "Spanish Grammar" course is a "living document" that can be modified to meet the students learning needs.

The main focus of the ASSURE model is to adequately analyze the students' abilities and needs along with the learning goals and objectives and create a learning plan that incorporates all of the elements. By using a model such as the ASSURE model, ensures that the teacher is reflecting on all of the elements of teaching that will ultimately lead to student success.

Procedure

The online course is called *La gramática del español*, Spanish Grammar. This web-based course is designed for *Español 1* native speaker students and HLL, grades 9 and 10, who are learning how to conjugate verbs to the different tenses. This course will take students step-by-step through how to conjugate regular and irregular verbs to the present, preterite, imperfect, future tense by watching videos, listening to songs, completing online grammar exercises, playing games, taking a quiz, and creating a project. Students will have access to this course via Google Sites, and will be directed to the home page of the course where they have access to the entire course.

Students that take *Español 1* must be able to read, write, listen, and speak in Spanish fluently according to the World Language Content Standards for California Public Schools. Most native Spanish speakers practice all of these skills on a daily basis except for the writing skill. In order for students to proficiently write in Spanish they need to comprehend and learn

how to apply the grammatical concepts appropriately. These students have little or no experience in conjugating verbs to the different tenses in Spanish. Most of them take a Spanish class for the first time once they reach high school, even though they master the target language orally. Therefore, writing in Spanish has always been a challenge for most students because they confuse verb tenses, or simply do not understand the conjugation of regular and irregular verbs.

Native Spanish Speakers and HLL will be enrolled in a traditional learning environment, and at the same time take this online course to supplement the learning gaps. Most of the learning will be done in the classroom, but students that fall behind can always review the resources provided in this online platform and be able to comprehend the material without assistance from the teacher. The design of this website is user friendly and attracts the student's attention. Several Learning Management Systems (LMS) were considered, however, it was determined that Google Sites is the ideal platform since students are familiar with this LMS. Google Sites delivers a modern look with the ability to embed content, and guide students through learning using media such as videos, audios, articles, links, and Google Slide presentations.

After course learning outcomes were created, a site map was developed to outline four unique units and tasks to be completed in order within the units (see Appendix B). Then, dates for key project milestones were planned out using the table below:

Milestone	Target Completion Date	Status/Comments
Planning Document Report	December 1, 2019	
Completed Literature Review	December 7, 2019	
Working prototype of project	December 14, 2019	
Aesthetic, usability, and content testing	December 20, 2020	Incorporate testing of whole site
Final draft and written review of report	December 27, 2020	
Completed project and report	January 5, 2020	

Ethical Considerations

All participants for the Alpha Test were given clear explanations of their roles and responsibilities, and how their feedback would be utilized. Participants could choose to remove themselves as a participant at any point, and no undue pressure to participate or not to participate was put upon them. Test participants were volunteer teachers and students and they were not financially compensated for their roles or feedback.

The participants were two Spanish teachers, and two students (one native speaker and one HLL). The two Spanish teachers were chosen as the Subject Matter Experts and a usability evaluator. The two students had to do all of the assignments and watch the videos in order to provide an actual student perspective on the course.

Summary

Cognitivism and constructivism were the two main learning theories used to design content. The activities range from cloze activities to interactive games. The ASSURE model was followed as a process to ensure that the students' needs were being met and content was aligned with the course goals and objectives. The Alpha test feedback from the stakeholders will

guide the designer/teacher as to how effective and complete the course is before publishing it.

The participants in the alpha test were volunteers from OVHS. The LMS chosen as a course delivery system was Google Sites for the elements provided to students and the teacher. Key milestones of the project were mapped out in addition to outlining the course activities within each unit.

CHAPTER 4: Project Evaluation and Discussion

Introduction

Evaluations were used to ensure that the “Spanish Grammar” course followed web usability and design principles, met instructional goals, learning objectives, and demonstrated relevance to various circumstances among HLLs and native Spanish speakers. Project evaluation is an essential aspect of e-learning instructional design because it provides the necessary feedback to the course designer who can adjust, update, and make the necessary modifications to the course content as needed. The evaluations took place toward the end of the Evaluate and Revise phase of the ASSURE model. The following sections explain the evaluation tools that were used and their justification. Also, included is some of the key data that was collected as part of the evaluation process for the course.

Project Evaluation

The two types of evaluations used were Instructional Evaluation and Usability Test. For both evaluations, the same four participants conducted the evaluations, two Spanish teachers and two students that are HLL and a native speaker. Below are the evaluator’s profiles and roles:

- **Andrea Ryan**(Participant 1): Teaches Spanish to Non-native Speakers. Also, Ms. Ryan acted as a Subject Matter Expert for the course content and an intermediate evaluator for usability and web design principles.
- **Samantha Camey**(Participant 2): Teaches Spanish to Native Speakers. Also, Mrs. Camey acted as a Subject Matter Expert for the course content and an intermediate evaluator for usability and web design principles.
- **Karina Roman**(Participant 3): Native-Spanish speaker. She has been living in the United States for seven years. This is her first Spanish course in her K-12 education.

Ms. Roman will complete most of the activities and provide feedback of the content and overall web design of the course.

- **Gisselle Montes** (Participant 4): Heritage Language Learner. She was born and raised in the United States, but her primary language was Spanish. This is her first Spanish course in her K-12 education. Ms. Montes will complete most of the activities and provide feedback of the content and overall web design of the course.

Instructional Evaluation

Evaluation should be embedded in each activity of the instructional development process; although, most designers often overlook it or leave it out. According to Clark (2015), “Evaluation is the systematic determination of merit, worth, and significance of a learning or training process by comparing criteria against a set of standards” (para. 1). Evaluation is important because it is the most reliable tool for continuous improvement in the curriculum. Teachers evaluate the instructional process informally and formally to modify or change the content to meet the students learning needs. This is an essential step in the ASSURE model in order to ensure the course is meeting the goals and objectives effectively.

The Kirkpatrick Model is the best-known model for analyzing and evaluating the results of training and educational programs. It considers any style of training, both formal and informal, to determine aptitude on four levels of criteria: reaction, learning, behavior, and results (Hull, 2018). “According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four” (Winfrey, 2009, para. 1). Level 1: Reaction, measures how the participants/students react to the training. For example, it measures participants satisfaction with the material or course in

general. Level 2: Learning, analyzes if participants truly understand the course. For example, if the students are more knowledgeable, skilled, and experienced in the training or course.

The Spanish grammar course used three evaluations to properly assess the effectiveness of the course. In the first evaluation, all four participants were able to express their opinion about the course by answering the “smile sheet” questions (see Appendix C). The smile sheet “...questions will figure out if the participant enjoyed their experience and if they found the material in the program useful for their work” (Kurt, 2016, para. 9). Also, the two student participants for this course completed a pre-test and post-test to measure how much they increased in knowledge from before to after the learning experience (see Appendix D). Lastly, the two Spanish teachers that acted as the SMEs assessed the content and provided feedback of the entire course (see Appendix E).

Usability Evaluation

Piskurich (2006) noted that evaluation is an important part of the course design process because it answers essential questions about the course. Usability is part of the process of evaluation, and it refers to the easy access or use of a course, website, or online product. Usability is determined by what the participant wants and needs to do with the product and how successful that product is in providing that experience (Nielsen, 2012).

Usability testing provides quick analysis for developers that is very helpful in eliminating potential problems before implementation of the course. These changes to the site or course can save developers time and money by creating a better product before launching it, and at the same time increases participants/student’s satisfaction (Krug, 2006). Usability testing is recommended since the information gathered can help the designer make improvements and to re-test the product or website. Krug (2006), stated “. . . the experience of seeing your handiwork through

someone's else's eyes will often suggest entirely new solutions for problems, or let you see an old idea in a new light" (p. 156).

The usability testing for the "Spanish Grammar" course was conducted during the latter half of the Development phase. All four participants were asked to complete a series of tasks that followed the steps for actual learners of the "Spanish Grammar" course (see Appendices F-J). According to Oracle (2012), heuristic testing allows for evaluators to work independently through selected tasks and "...take the point of view of the intended users of the product [or course]" (p. 3). The forms provide valuable feedback because usability problems impact users differently (Oracle, 2012). Each participant had at least four hours to complete the tasks given to them and provided constructive feedback.

Data Presentation

Instructional Evaluation Data: Participants completed the instructional evaluation forms after all four units of the course were inputted in Google Sites. The instructional evaluation forms consisted of the following:

- **Reaction Survey and Evaluators Questionnaire** (see Appendices C and E): The reaction survey form focuses on the course design and user experience. The course design and user experience components were rated as (5) Strongly Agree, (4) Agree, (3) Disagree, and (2) Strongly Disagree. The form included opportunities for more detailed feedback at the end. Also, the Evaluators Questionnaire form allowed for the participants to provide additional comments and feedback about the different features of the course. The course content was rated as: (1) No problems denoted. Fixing is not necessary. (2) Minor problems; fixing is low priority. (3) Major problems; fixing is high priority. (4) Usability problem; imperative to fix before this course is released.

- **Reaction Survey, Pre-Post Test, and Evaluators Questionnaire** (see Appendices C, D and E): Students were also given the opportunity to complete the course forms and provide feedback on the course. They are also going to take a pre and post test of the Spanish grammar to measure their comprehension of the grammar material.

Key data from each reaction survey is presented in the tables below:

Data: Reactionary Survey (5) Strongly Agree, (4) Agree, (3) Disagree, and (2) Strongly Disagree	Participant 1	Participant 2	Participant 3	Participant 4
1. The instructor knows the material.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
2. The instructor presented the material in an organized manner.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
3. The instructor was knowledgeable in the subject matter.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
4. The instructor met the course objectives.	(5) Strongly Agree	(5) Strongly Agree	(3) Disagree	(4) Agree
5. The instructor was responsive to the student's questions.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
6. Audio-visual aides were helpful and well organized.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
7. Class materials were distributed and helpful.	(5) Strongly Agree	(4) Agree	(4) Agree	(4) Agree
8. Class participation was encouraged.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
9. The course was organized and contributed to my knowledge.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
10. The activities and exercises facilitated my learning.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
11. The course was easy to navigate.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree

12. The course met my learning needs.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
13. I feel confident in Spanish grammar.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
14. I would recommend this course to others.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree
15. Overall, I enjoyed the course.	(5) Strongly Agree	(5) Strongly Agree	(4) Agree	(4) Agree

Evaluators Questionnaire	
1	No problems denoted. Fixing is not necessary.
2	Minor usability problems; fixing is low priority.
3	Major usability problems; fixing is high priority.
4	Usability problem; imperative to fix before this course is released.

	Participant 1: Weeks 1,2,3,4	Participant 2: Weeks 1,2,3,4	Participant 3: Weeks 1,2,3,4	Participant 4: Weeks 1,2,3,4
Cornell Notes	2,4,1,4	1,4,1,3	1,4,1,4	1,4,1,1
Assignments	1,4,1,4	1,4,1,4	1,4,1,4	3,4,1,1
Videos	1,4,1,4	1,1,1,4	1,4,1,4	1,1,1,1
Games	1,4,1,4	1,4,1,4	1,4,1,4	1,1,1,1
Quizzes	4,4,1,4	1,1,4,4	4,4,1,4	4,4,1,4
Projects	4,4,1,4	4,4,1,4	4,4,1,4	4,4,1,4
Instructional Goals and Objectives	1,1,2,1	1,1,2,4	1,1,1,1	1,1,1,1
Problems/ Comments:	None	None	None	Overall good

	Spanish Grammar: Pre/Post Test			
	Participant 3		Participant 4	
	Pre	Post	Pre	Post
Pronombres Personales	3/5	5/5	4/5	5/5
Tiempo Presente	2/5	4/5	3/5	4/5
Tiempo Pretérito e Imperfecto	2/5	4/5	1/5	5/5
Tiempo Futuro	1/5	5/5	2/5	5/5

The following feedback was also submitted during the instructional evaluation reaction surveys:

- **Item to change about the course:**
 - Participant 1: “I wasn’t sure that the Cornell Notes for Week 1 were very easily understood. Also, change the setting to some activities because they were blocked.”
 - Participant 2: “I liked nothing the least, everything was perfect”
 - Participant 3: “Adding the missing work will improve the website”
 - Participant 4: “I didn’t like how I couldn’t see some things and needed permission to access an activity.”
- **Positive Feedback**
 - Participant 1: “I think this course would also be great for college students. I love the variety of resources, games, and videos to help with making each topic very understandable.”
 - Participant 2: “The course was very organized and detailed. Also, I liked the games the most out of the site.
 - Participant 3: “I liked how it was organized in a neat way. I also liked how it was really easy to use.”
 - Participant 4: “It was good overall and easy to use. I enjoyed the games and the music activities.”

Usability Evaluation Data: Participants completed the usability testing after all four units of the course were inputted in Google Sites. The usability forms consisted of the following:

- **Usability Test Session Script** (Appendix F): Participants received detailed instructions on their tasks and expectations prior to completing the test forms.

- **Observation Form for Usability Test** (Appendix G): The instructional designer observed test participants as they went through the series of steps. This observation included comments from participants, user errors, and any notes about course development.
- **Assessment and Validation Test** (Appendix H): Participants were given the opportunity to navigate and practice each activity. In this form, participants provided constructive feedback of the content and course overall.

Key data from the Usability Test and Assessment/Validation Test is summarized and presented in the tables below:

Data: Observation Form for Usability Test					Overall Effectiveness
	Participant 1	Participant 2	Participant 3	Participant 4	
Task 1:	“Very easy to follow and visually appealing”	“Welcome page is very well done and presented”	“I love how everything is set up. It’s really easy to use and understand the Welcome page”	“Everything was spot on and very informative”	4=Exceeds
Task 2:	“Spelling error on the survey” and “Teacher provides a lot of useful resources.”	“All information was found easily and quickly when needed”	“Add more information on the getting to know the teacher”	“Some assignments were unavailable, but some were informative”	3=Meets
Task 3:	“Easy access to the homepage from the weekly lessons”	“Very organized and cleared”	“I like how she tells you what will be completed each week”	“Easy to navigate”	4=Exceeds
Task 4:	“Very informative”	“Format is not complex”	“The information is”	“I was unable to have access”	4=Exceeds

		and difficult”	good, but there are missing topics”	to some activities”	
Task 5:	“The quiz and project were not available. Everything else was great practice and engaging”	“Tasks are easy to get to and complete”	“I like the format of the course”	“The online practice activities were helpful”	3=Meets
Task 6:	“A lot of resources that engage students”	“Easy to navigate”	“I like how there is a reminder of class through Zoom.”	“Multiple media that attract my attention”	4=Exceeds
Task 7:	“It will exceed effectiveness when more content is added”	“Easy to access work”	“Easy to access and some missing information”	“Great quizzes”	4=Exceeds
Task 8:	“Objective is slightly different from other weeks”	“Clean and organized”	“Interesting assignments and informative videos”	“Everything seems well organized”	4=Exceeds
Task 9:	“Games and activities are engaging and appropriate”	“Amazing details and information”	“Variety of resources for students to select from”	“The games are really fun and it makes you want to learn the material better”	4=Exceeds
Task 10:	“No content found under each tab”	“Very easy to navigate”	“Easy to navigate from page to page”	“I really liked the assignments because they look fun to complete”	3=Meets
Task 11:	“No content found under each tab”	“Amazing games to study”	“Good overall”	“Change the colors for each week”	3=Meets
Task 12:	“No content found under	“Very organized”	“Organized, but missing	“Great course, but some	3=Meets

	each tab”		some activities”	assignments were missing”	
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Data: Assessment and Evaluation Test Agree (1), Somewhat Agree (2), Disagree (3), Strongly Disagree (4), and Don’t Know (5)	Participant 1	Participant 2	Participant 3	Participant 4
1. The course is easy to use and understand	Agree (1)	Agree (1)	Agree (1)	Agree (1)
2. The tasks I completed were easy to do	Agree (1)	Agree (1)	Agree (1)	Agree (1)
3. The website is organized and simple	Agree (1)	Agree (1)	Agree (1)	Agree (1)
4. The homepage was available to return to easily	Agree (1)	Agree (1)	Agree (1)	Agree (1)
5. Links were clearly named and worked when clicked	Agree (1)	Agree (1)	Agree (1)	Somewhat Agree (2)
6. The site was inviting to use	Agree (1)	Agree (1)	Agree (1)	Agree (1)
7. Images and video were connected to the content/subject	Agree (1)	Agree (1)	Agree (1)	Agree (1)
8. The website was attractive and would appeal to the target audience	Agree (1)	Agree (1)	Agree (1)	Somewhat Agree (2)
9. The information presented allowed an easy completion of tasks given	Agree (1)	Agree (1)	Agree (1)	Agree (1)
10. This course would benefit high school Spanish native speakers	Agree (1)	Agree (1)	Agree (1)	Agree (1)
11. Overall, I am satisfied with this course	Agree (1)	Agree (1)	Agree (1)	Agree (1)

Discussion

Based on the assessment data, one can conclude that the “Spanish Grammar” course is an effective, engaging, and well-designed course. The instructional content for this course was highly liked by all of the participants. The teachers and students mentioned that the videos,

songs, and online practice grammar activities were engaging. They did mention that most of the activities were available for them to complete, except for the activities in week two and four of the course. Also, the quizzes are multiple choice and one of the teachers mentioned that fill in the blank sentences are highly encouraged, especially if students are conjugating verbs to the different tenses. When students type or write the answer they practice putting the accent mark in the verbs that require it. The participants also noted that the course had an abundance of online games. Especially the student participants mentioned that they could not stop playing because they were competing with one another and that encouraged them to score higher. Overall, the course is well organized and only minor changes are necessary.

The usability test revealed that all multimedia links worked and the course was easy to navigate. There are a few concerns regarding the visual interest that the course evokes mostly because the course is delivered via Google Sites and it employs a fixed theme throughout its delivery. One participant mentioned changing the color scheme for each week to differentiate the tenses, but that is unavailable in this LMS. Visually it looks the same each week, but for the topics are different and represented with pictures and tables to differentiate each week. Lastly, the author of the course will make sure that all assignments are visible and available for students to complete before publishing the course. If students do not have a Gmail account it might not let them complete the assignment. Therefore, one of the requirements for this online course is to create a Gmail account.

Another participant mentioned that one of the grammar activities was boring because it had simple sentences and irregular verbs that were not covered by the teacher in the presentation video or slide. To solve this issue the author of this course will add an additional page covering only the irregular verbs and include interactive activities and games.

It should be noted that the “Spanish Grammar” course is an actual course that students will be able to enroll as a hybrid course starting in the 2020-2021 school year. The designer of the course, who is also the instructor, will conduct ongoing evaluations of the course to better meet the needs of the students.

Limitations

- **Technological:** Participants used Chromebooks to complete the evaluation. The Chromebooks were readily available with Wi-Fi connection. They all had a Gmail account provided by HBUHSD, and used it to complete the assignments. There were no technology limitations or constraints.
- **Human:** Participants were given one week to complete the evaluation. The course takes a blended learning approach, with synchronous and asynchronous activities embedded for long distance students and those that need additional help with Spanish grammar. The participants completed the assignments in order to assess how the course content could meet the learning needs of the HLL and native Spanish speakers. Feedback from these participants was essential in evaluating the effectiveness of the media, readings, activities, and games within the course.
- **Financial:** The usability and instructional evaluation plans had no budget and participants were not compensated.
- **Time:** Usability testing and instructional evaluation took no more than three hours. Testers needed only to commit two hours in order to participate and could work at their own pace.

CHAPTER 5: Summary and Conclusion

Heritage language learners and native Spanish speakers' students are multicultural and very knowledgeable in their origin culture, but unfortunately, they do not know how to formally write in Spanish. Courses like "Spanish Grammar" aim to supplement their learning gaps that they might have, from having to transition from informal Spanish to formal. Often students confuse English grammar with Spanish grammar because it has similarities, but many differences. This online course through Google Sites is needed because it will empower the students to learn or relearn the most important grammatical concepts in Spanish. This final chapter will address conclusions about the Capstone project, the implications for teaching and learning within native Spanish speakers and HHL, and the implications for further research in this field.

Conclusions

Native Spanish speakers and HLL are students that already speak the language, but they need additional help in writing. This online course, "Spanish Grammar," will be a great learning platform for these students since they struggle conjugating verbs to the different tenses. OVHS students are on a block schedule, and in order to learn a language students' need to be exposed to the target language every day. This course will help students practice reading, writing, listening, and speaking in Spanish even when they do not have class. Students can enroll in this course solely online, without taking a traditional Spanish class. But students at OVHS, that will be taking *Español 1* next school year, will have to enroll in this online course parallel to the traditional class and receive credit upon completion.

The ASSURE model was used when designing this online course. The course designer was able to create four weeks of online instruction within a short period of time. Applying new

technology skills learned through designing the course, the instructional designer was able to utilize 2.0 web-based technology tools to create engaging and informative units in Google Sites. The “Spanish Grammar” course revealed how constructivist learning principles are effective when utilizing technology in a course. In everyday classroom activities, behaviorist and cognitivist principles are no longer the domain ideals. Consequently, the needs of online learners require more constructivist style, where learning is more student centered, is influenced by personal experiences, and involves a more collaborative process. Since technology continues to be more accessible, customizable, and often includes social elements, constructivist learning naturally fits with today’s students.

From the evaluation data, it can be concluded that “Spanish Grammar” is an engaging, well designed, organized, and fully functioning online course. Native Spanish speakers and HLL will benefit from this course by empowering them to continue taking Spanish in higher education. For most of these students, Spanish is their primary language and learning how to formally speak and write in Spanish is part of their identity.

Implications for Teaching/Training

OVHS students and teachers have been trained in how to use Google Sites because seniors have to publish their senior exit interview in that LMS. This platform has been used for five years, and teachers and students are familiar with the different features that Google Sites provides. For this reason, the “Spanish Grammar” course is well organized, and easy to navigate because students have been using it in almost all of their classes.

Online courses in different subject areas are available to all students at OVHS except for Spanish. This will be the first online Spanish course that targets HLL and native speakers. When students look for additional resources there are not that many online Spanish courses, and

the ones that do exist are for non-native Spanish speakers. Students that are HLL and native speakers are in a need of an online course that provides activities and resources where they can practice reading, writing, listening, and speaking in the target language. To proficiently learn a language the student must practice every day in order to improve in all four skills. A complete course like “Spanish Grammar” will help students not only to improve their writing skills, but also the other three skills. In this course students can meet with the instructor via Zoom and also ask or post questions in the classroom chat where the teacher or other classmates can comment or respond. In addition, the learners can play online games that are not available in a traditional setting, and at the end of the game get instant feedback. Most students prefer this option because they can practice multiple times the same game or activity, without feeling pressured from their classmates. There is an abundance of resources, from grammar videos, cloze activities using songs, grammar worksheets, online grammar games, Google Slide presentations, and at the end of each week students create a project where they have to practice what they learned for each week.

Another reason why a Spanish course has not been created at OVHS is because most teachers have not been trained to design and develop effective online courseware. The designer of the “Spanish Grammar” course sees the value in the process of using a design model, a site map, and conducting usability and instructional evaluations. Offering teachers at the site a course in instructional design would rectify these issues, as most already have the technical skills which they could apply to tailor the needs of their students.

Implications for Further Research

Courses like the “Spanish Grammar” are much needed at OVHS, and also in other parts of the United States. The curriculum being taught at HBUHSD is too advanced for *Español 1*

students because they are taking a Spanish course for the first time in their education. The textbooks and the curriculum do not meet the needs of the students and for this same reason an online course specifically designed for HLL and native Spanish speakers was necessary. This web-based course is only four weeks and it targets grammar only, but in the future, it will also include authentic material to supplement what students are learning in class. This course can be taken solely online and also as a hybrid course for those students that prefer both options. For now, the “Spanish Grammar” course was designed to target the *Espanol* 1 students, but in the near future there will be an *Español* 2 and 3 to support the students in the higher levels. “As students’ progress toward higher levels, remember that although they may be speaking at the Intermediate High or Advanced levels, heritage students [and native speakers] have typically not developed their writing skills to the same degree because of limited formal education in their heritage language” (Ohio Department of Education, 2017, p. 13). This is often the area that needs the most emphasis with HLL, since the exposure to language is mostly oral.

In addition, teachers are trained to teach Spanish as a foreign language and HLL and native Spanish speakers often feel excluded. Lewelling and Peyton (1999), mentioned that “Teachers trained to teach Spanish as a foreign language to monolingual English speakers found that they also needed to provide instruction to students who already possessed some level of competency in Spanish” (para. 2). There is not enough research and training for teachers to support students who are HLL and native speakers. In addition, HLL and native Spanish speakers are at different levels because the native speaker might be advanced compared to the HLL. Native speakers are fluent orally and they are at an advantage since they have been practicing the language their entire life. Both groups of students need to develop not only their oral language, but also their literacy skills in Spanish. In the process, they draw on existing

English literacy skills and enhance their English literacy development. Further research is needed in order to support HLL and native Spanish speakers in reading, listening, and speaking skills. But first, Spanish teachers have to be properly trained and change their pedagogy in how to teach these two groups. Native speakers and HLL will ultimately be the majority of the students at OVHS and there should be a change in how teachers support students learning needs. This online “Spanish Grammar” course is the first step towards the new pathway for HLL and native Spanish speakers.

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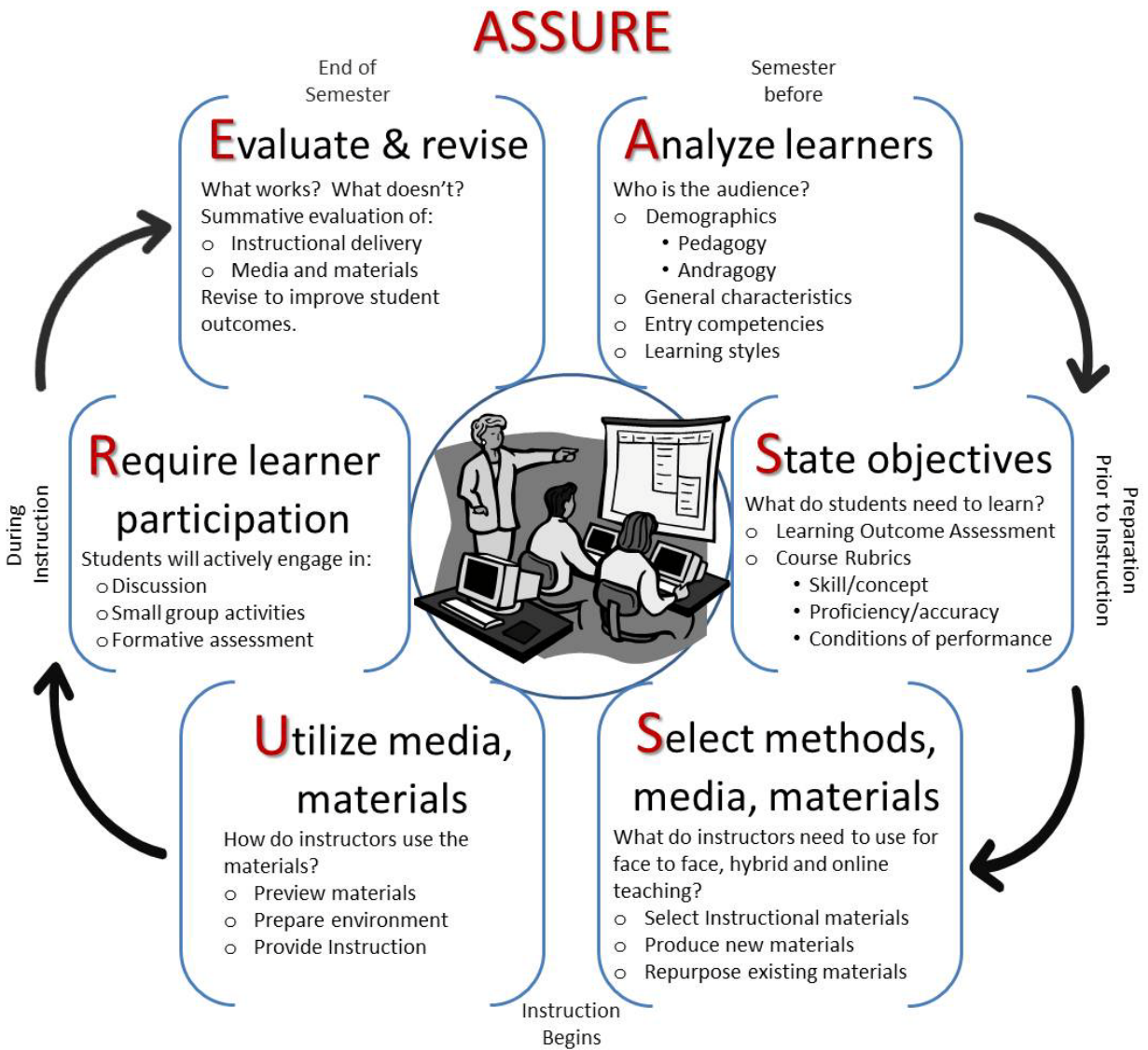
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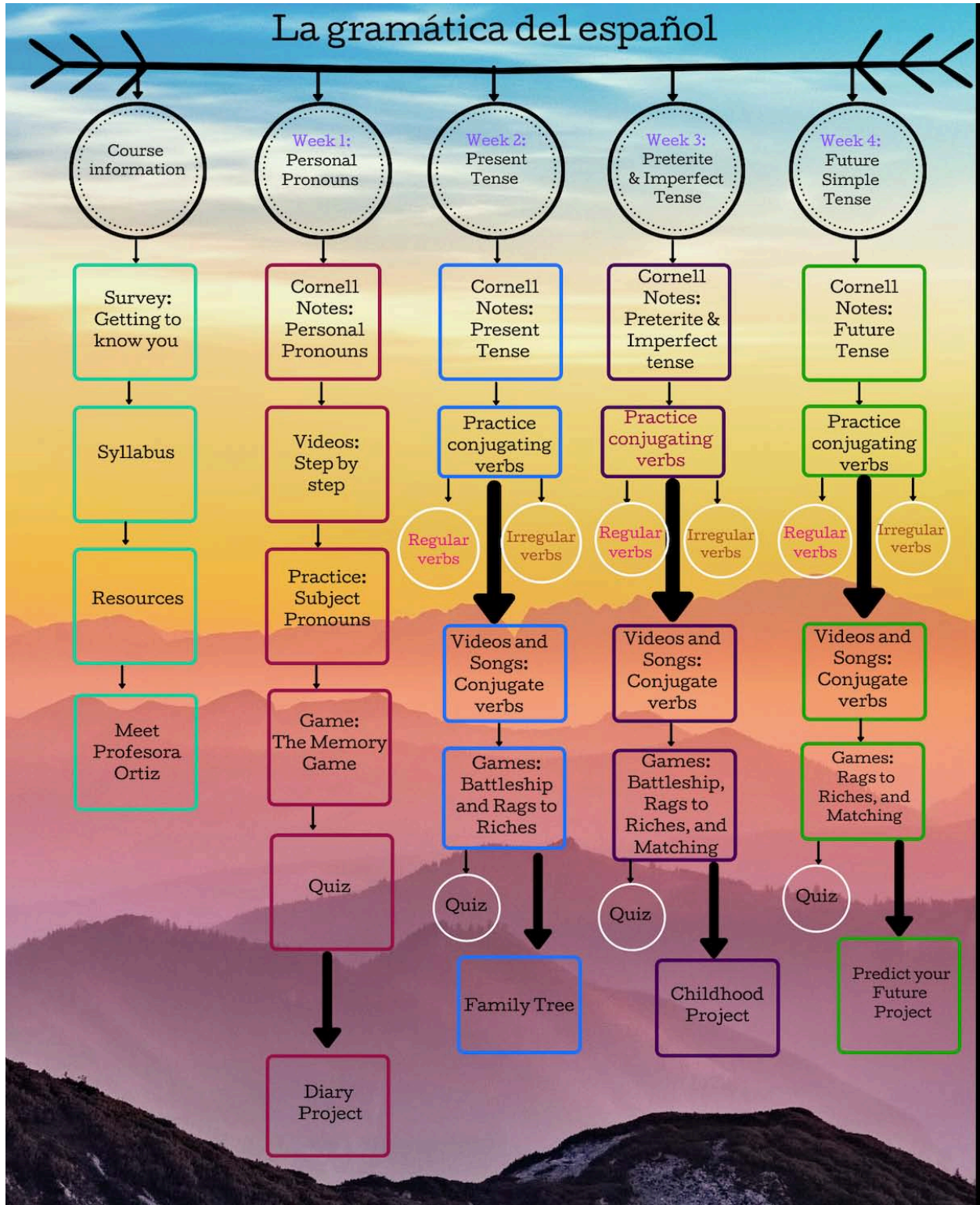
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Appendix A



Appendix B



Appendix C**Spanish Grammar: Reactionary Survey**

Instructions: For the following statements, please check the box on the scale that best describes your opinion.

	Strongly Disagree (2)	Disagree (3)	Agree (4)	Strongly Agree (5)
16. The instructor knows the material.				
17. The instructor presented the material in an organized manner.				
18. The instructor was knowledgeable in the subject matter.				
19. The instructor met the course objectives.				
20. The instructor was responsive to the student's questions.				
21. Audio-visual aides were helpful and well organized.				
22. Class materials were distributed and helpful.				
23. Class participation was encouraged.				
24. The course was organized and contributed to my knowledge.				
25. The activities and exercises aided in my learning.				
26. The course was easy to navigate.				
27. The course met my learning needs.				
28. I feel confident in Spanish grammar.				
29. I would recommend this course to others.				
30. Overall, I enjoyed the course.				

Appendix D**Spanish Grammar: Pre/Post Test**

Instrucciones: Conjuga los siguientes verbos al tiempo indicado.

Pronombres Personales: Llena los espacios en blanco.

1. Marta no estaba en casa, no pude hablar con _____.
2. _____ no hemos recibido todavía la carta.
3. ¿Me puede _____ decir dónde está el metro?
4. Me molestó lo que me dijo y no he podido dejar de pensar en _____.
5. Me han invitado, pero no me apetece cenar hoy con _____.

Tiempo Presente: Llena los espacios en blanco.

1. ¿Por qué _____ (estudiar) tú español?
2. Yo (decir) _____ siempre la verdad.
3. Aquí (nevar) _____ mucho en el invierno.
4. Mi abuela (dormir) _____ por las tardes.
5. Ella (repetir) _____ los nombres de los alumnos.

Tiempo Pretérito e Imperfecto: Llena los espacios en blanco.

1. Mi tío (ser) _____ una persona muy seria.
2. Con mis amigos (ir, nosotros) _____ al cine si (tener) _____ dinero.
3. Siempre (hablar, él) _____ de política y religión.
4. Nuestra casa (estar) _____ al lado del mercado donde (haber) _____ mucha gente.
5. Ahora no bailo, pero antes (bailar, yo) _____ mucho.

Tiempo Futuro: Llena los espacios en blanco.

1. No sé si nosotros (poder) _____ superar tus resultados.
2. Jaime dice que (ir) _____ a la biblioteca este fin de semana.
3. Creo que voy a (recibir) _____ buenas notas este semestre en mis clases.
4. El meteorólogo dijo que mañana (llover) _____.
5. Dicen que tus padres (venir) _____ a visitarte durante la semana de exámenes finales.

Appendix E

Evaluator’s Questionnaire

Thank you for your time and assistance in providing information about the usability and design of the Spanish grammar course. Please, use the scale below to evaluate the following.

1	No problems denoted. Fixing is not necessary.
2	Minor usability problems; fixing is low priority.
3	Major usability problems; fixing is high priority.
4	Usability problem; imperative to fix before this course is released.

1. Cornell Notes:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

2. Assignments:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

6. Projects:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

3. Videos:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

7. Instructional Goals and Objectives:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

4. Games:

	Scale #
Week 1:	
Week 2:	
Week 3:	
Week 4:	

8. Other problems/comments:

--

5. Quizzes:

Appendix F

Usability Test Session Script

Hello, _____. My name is Araceli Ortiz, and I am going to be walking you through this session today. I want to thank you for your time and participation in the evaluation of Spanish Grammar, which is designed for high school students' freshmen and sophomores.

Before we get started, I have some information for you, and I am going to be reading it aloud to make sure that I cover everything.

You probably already have a good idea of why we asked you here but let me quickly go over it again. We are asking people to try using a Google Site Website Course called Spanish Grammar so that we can see whether it works as intended. The session should take about one hour.

The first thing I want to make clear right away is that we are testing the site, not you. You cannot do anything wrong here. In fact, this is probably one place today where you do not have to worry about making mistakes.

As you use this site, I am going to ask you as much as possible to think aloud. I want you to say what you are looking at, what you are trying to do, and what you are thinking. This will be a big help to us.

Also, please do not worry that you are going to hurt my feelings. I am doing this to improve the site, so I need to hear your honest reactions.

If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I am interested in how people do when they do not have someone sitting next to them to help. However, if you still have any questions when we are done, I will try to answer them then. If at any time you need a break, just let me know.

You may have noticed the cameras. With your permission, we are going to record what happens on the screen and our conversation. The recording will only be used to help me figure out how to improve my site, and it will not be seen by anyone else. This helps me because then I can focus on the evaluation instead of worrying about taking rigorous notes.

If you would, I am going to ask you to sign a simple permission form for us. It just says that we have your permission to record you, and that the recording will only be seen by the people working on this project.

Do you have any questions so far? (Pause). Now I am going to ask you to try some specific tasks. I am going to read each one aloud and give you a printed copy. Again, please try to think aloud as you go along to help us out. Okay, we are ready to begin. Please follow the directions in front of you as I read them aloud.

Appendix G

Observation Form

Name of Evaluator _____

Date: _____

Course Name: Spanish Grammar

Site URL: <https://sites.google.com/view/araceliortizedt607/inicio>

Things to think about when you are performing the usability test:

- **General look and feel**
 - Inviting
 - Easy to read
 - Uncluttered
 - Consistent in design
 - Demonstrates sufficient use of graphics
 - Written with correct grammar and spelling
- **Content**
 - Content is presented in a clear fashion
 - Content is relevant to the subject
- **Navigation**
 - Simple and easy to follow

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	1. Access the Welcome page through the site URL.	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	2. Review the additional resources section and subpages • Survey: getting to know you • Syllabus • Resources • Meet Profesora Ortiz	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2 = Partially meets <input type="checkbox"/> 3 = Meets <input type="checkbox"/> 4 = Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	3. Go back to the homepage • Click on all the four weeks and go back to home page each time	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2 = Partially meets <input type="checkbox"/> 3 = Meets <input type="checkbox"/> 4 = Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	4. Navigate to Week 1: Subject Pronouns • Review weekly objectives • Download week 1 assignments • Review the text provided on the lesson introduction page	Interaction with page/actions taken: _____ _____ _____ _____ _____ Times asked for help: _____ _____ _____ _____ Areas where assistance was needed: _____ _____ _____ _____ Errors found in development: _____ _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	5. Week 1: Do • Online practice activities • Games • Quiz	Interaction with page/actions taken: _____ _____ _____ _____ _____ Times asked for help: _____ _____ _____ _____ Areas where assistance was needed: _____ _____ _____ _____ Errors found in development: _____ _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
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Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	6. Navigate to Week 2: Present Tense • Review weekly objectives • Download week 2 assignments • Review the text provided on the lesson introduction page	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	7. Week 2: Do • Online practice activities • Games • Quiz	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	8. Navigate to Week 3: Preterite and Imperfect Tense • Review weekly objectives • Download week 3 assignments • Review the text provided on the lesson introduction page	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	9. Week 3: Do • Online practice activities • Games • Quiz	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	10. Navigate to Week 4: Future Tense • Review weekly objectives • Download week 3 assignments • Review the text provided on the lesson introduction page	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	11. Week 4: Do • Online practice activities • Games • Quiz	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____

Time	Task	Observations/Comments	Overall Effectiveness
Start: _____ End: _____ Total: _____	12. Course navigation • Navigate through the lessons and topics in any order.	Interaction with page/actions taken: _____ _____ _____ _____ Times asked for help: _____ _____ _____ Areas where assistance was needed: _____ _____ _____ Errors found in development: _____ _____ _____	<input type="checkbox"/> 1 = Does not meet <input type="checkbox"/> 2= Partially meets <input type="checkbox"/> 3= Meets <input type="checkbox"/> 4= Exceeds Comments: _____ _____ _____ _____ _____ _____

Appendix H

**Post-Task Questionnaire
(Assessment & Validation Test)**

Name _____ Date of Evaluation _____

Name of Course Evaluated Spanish Grammar

	Agree	Somewhat Agree	Disagree	Strongly Disagree	Don't know
1. The course is easy to use and understand					
2. The tasks I completed were easy to do					
3. The website is organized and simple					
4. The homepage was available to return to easily					
5. Links were clearly named and worked when clicked					
6. The site was inviting to use					
7. Images and video were connected to the content/subject					
8. The website was attractive and would appeal to the target audience					
9. The information presented allowed an easy completion of tasks given					
10. This course would benefit high school Spanish native speakers					
11. Overall, I am satisfied with this course					

Additional Comments about your experience with the course:

What did you like the most of the site? What about the least?

Thank you for your participation and honest feedback!

Appendix I**Consent & Recording Release Form - Adult**

I agree to participate in the study conducted and recorded by the Ocean View High School.

I understand and consent to the use and release of the recording by Ocean View High School. I understand that the information and recording is for research purposes only and that my name and image will not be used for any other purpose. I relinquish any rights to the recording and understand the recording may be copied and used by Ocean View High School without further permission.

I understand that participation in this usability study is voluntary and I agree to immediately raise any concerns or areas of discomfort during the session with the study administrator.

Please sign below to indicate that you have read and you understand the information on this form and that any questions you might have about the session have been answered.

Date: _____

Please print your name: _____

Please sign your name: _____

Thank you! We appreciate your participation.

Appendix J**Consent Form (Minor)**

I agree to allow my child to participate in the usability study conducted by Ocean View High School.

I understand that participation in this usability study is voluntary and I agree to immediately raise any concerns or areas of discomfort my child or I might have with the study administrator.

Please sign below to indicate that you have read and you understand the information on this form and that any questions you might have about the session have been answered.

Date: _____

Child's name: _____

Please print your name: _____

Please sign your name: _____

Thank you! We appreciate your participation.